BEGINNING ON PAGE 17: THE NEW FORUM SECTION

RECOMMENDATIONS

A blue-ribbon commission in Oklahoma has proposed a dramatic restructuring of state governance; it has also suggested that students spend more time in school and that the state increase funding for per-pupil aid and teachers' salaries.

See Page 5.

ELECTIONS

Despite the President's landslide victory, political observers conclude that education is likely to win continued support in the Congress and that the Administration will renew its efforts to pass tuition-tax-credit and prayer bills.

See Page 6.

APPLICATIONS

The National Aeronautics and Space Administration has announced eligibility requirements and application procedures for teachers who want to fly on a shuttle mission, but Senator Jake Garn, officials said, may make the trip first.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume IV, Number 11 · November 14, 1984 *© 1984 Editorial Projects in Education*

Measures To Limit Tax Rates Lose In Four States

Voters Give Their Backing To Other Education Items

By Anne Bridgman

Voters in four states last week defeated property-tax-limitation ballot measures that educators had claimed would cripple their school systems if approved.

And in a number of other states, voters approved education-related ballot items, suggesting a high level of local support for public schools.

In California, Michigan, and Nevada, voters defeated initiatives that would have limited tax levels and prohibited state lawmakers from raising taxes without either a majority legislative vote or a public referendum. Early returns showed a similar measure was also failing in Oregon.

In all four states, the measures, while not directly related to education, were expected to threaten school funding funding by forcing legislators to choose between financing education and other programs.

"Traditionally, of the tough tax propositions, and I think those four you can put in that broad category, only about 25 percent tend to pass," said Patrick B. McGuigan, editor of *Initiative and Referendum Report*, which is published by the Institute for Gov-

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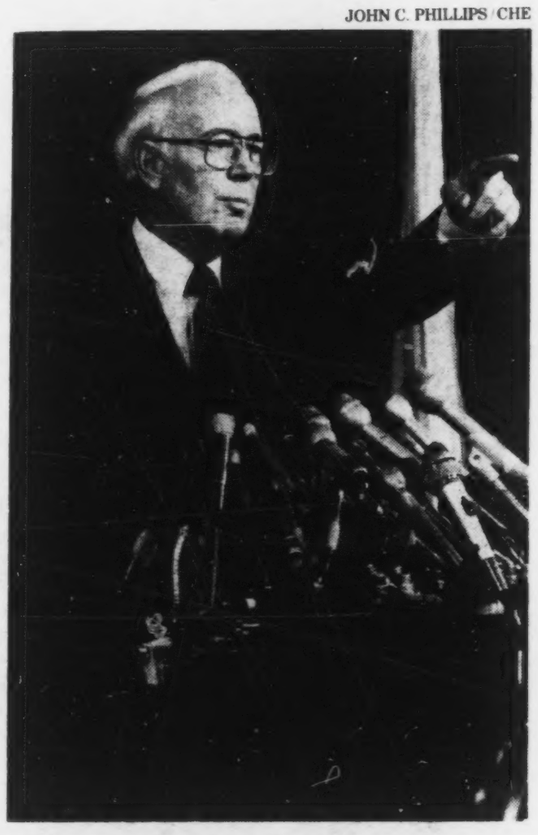
JOHN C. PHILLIPS/CHE



Terrel H. Bell, the second U. S. secretary of education, will leave the post on Dec. 31 and return to Utah.

Bell Bids Washington Farewell; Will Return to Utah, Academe

Associate Editor Thomas Toch, Assistant Editor Tom Mirga, and Staff Writer James Hertling contributed to this report. It was written by Mr. Mirga.

WASHINGTON—Secretary of Education Terrel H. Bell ended months of speculation about his future by announcing last week that he would resign his post effective Dec. 31. President Reagan accepted his letter of resignation "with deep regret" on Nov. 8.

Mr. Bell, who had the awkward job of presiding over a department targeted for elimination by the Reagan Administration, said his reasons for leaving included pressing family business, a lawsuit involving a parcel of land that he sold in 1979, and a desire to bolster his Utah state pension.

Sources close to the Secretary, who was considered one of the moderate voices in the Administration, also suggested that he had grown weary of persistent battles over the Education Department's budget—a charge that he denied—and of criticism of his tenure from both conservatives and liberals.

At a press conference last Thursday, Mr. Bell announced that he had accepted a full professorship at the University of Utah's graduate school of education and would begin teaching there early next year.

Jones Assumes Command

Undersecretary of Education Gary L. Jones will act as head of the department until Mr. Bell's yet-unnamed successor is confirmed by the Senate. He took control of the department last Friday following Mr. Bell's departure for Utah to prepare for a court hearing on the lawsuit regarding the land.

According to informed observers, Mr.

Continued on Page 12

Promise of Private-Sector Initiative on Gifted Dims Amid Woes

By Sheppard Ranbom and Alina Tugend

WASHINGTON—Four years ago, on the eve of President Reagan's first victory, a small group of business leaders and lobbyists here incorporated a nonprofit organization that their discussions convinced them would fill an important gap in public education.

The National Business Consortium for the Gifted and Talented, as the group called itself, proposed to carry out an ambitious scheme incorporating one of the new President's major themes—the enlistment of the national business community in "partnerships" with those championing important social causes, in this case the advancement of programs for gifted schoolchildren. The consortium group, laying out a plan to set up an elaborate 50-state system of business leaders and state and local education officials working to raise money and establish programs for such students, garnered endorsements from 70 of the country's major corporations, as well as support from the White House and the Congress.

'Kick-off' Reception

Vice-President George Bush hosted a "kick-off" reception for the organization in May 1983, and President Reagan issued a certificate this past June commending the group at a White House invitational symposium—with the title "Programs That Work"—backed by its office of private-sector initiatives. The certificate was presented by Secretary of Education Terrel H. Bell. Almost every member of the Congress has endorsed the organization, from House Speaker Thomas P. O'Neill on down.

The federal accolades bespoke a bright promise for an organization that many saw as taking up the work of the U. S. Education Department's office of gifted and talented students, which had been abolished after the Congress's 1981 vote to include the programs in the Chapter 2 block grants to states.

In fact, the program is now deeply in debt, may face at least one lawsuit from an angry creditor, has experienced considerable turnover on its board of directors, and has disappointed a number of the education officials and volunteer business leaders whose support it needs.

Moreover, despite elaborate multi-colored brochures and complicated flowcharts with goals and timetables, most of the consortium's programs remain on the drawing board as its fifth year begins.

And the financial centerpiece of the group's fundraising effort came not from the private sector, but from the U.S. Department of Labor.

But an examination of organizational records and interviews last week with those associated with the $249,900 grant suggest that the funds did not produce proposed goals and may not have been disbursed as originally planned.

Central to the story of the organization are two Washington professional people: a business consultant named Jacqueline Meers, who is the executive director of the consortium, and Louis Kramp, the owner of

Continued on Page 12

A 'Catholic Schools Effect' Is Reaffirmed By Its Champions, Coleman and Greeley

By Cindy Currence

STANFORD, CALIF.—James S. Coleman and the Rev. Andrew M. Greeley, the social scientists who touched off the academic debate over the relative merits of public and private schools, have considered the arguments raised by their critics and decided to stand their ground.

In a research report released at a conference here late last month, the two reiterate their contention that Catholic high schools are more economically efficient and educationally effective than are public high schools.

The report, based on an examination of new data produced for the federally supported project called "High School and Beyond," indicates that between their sophomore and senior years, students in Catholic schools show greater gains in reading, vocabulary, mathematics, and writing than those in public schools.

But in defense of public schools, other researchers at the conference, citing the same "High School and Beyond" data, argued that the higher achievement levels do not mean that Catholic schools are superior. The gap can be attributed to other factors, such as differences in skills and selection of students in Catholic schools, they said.

Long-Running Argument

The conference, "Comparing Public and Private Schools," sponsored by Stanford University's Institute for Research on Educational Finance and Governance, provided

Continued on Page 11

IN SUMMARY

Reform in Oklahoma
A gubernatorial commission proposes government restructuring and suggests that the state provide for longer school days, more per-pupil aid, and higher teachers' salaries. **Story on Page 5.**

Calming Troubled Waters
Philadelphia's superintendent of schools has reassured anxious principals that her reforms will be undertaken in an orderly fashion that does not unduly burden them. **Story on Page 5.**

The Benefit of Incumbency
Governors in Arkansas and Indiana who have been strong advocates of education in their states won re-election, as did four incumbent chief state school officers. **Story on Page 6.**

Does Landslide Equal Mandate?
The question is being debated in the wake of an election that reduced the President's margin of votes in the Senate and did not provide the additional seats needed to control the House. **Story on Page 6.**

First Amendment 'Trip Wire'
The U. S. Supreme Court was told that a former Yale student was federally prosecuted not for failing to register for the draft, but because he announced that he would not. **Story on Page 8.**

Rank Hath Its Privileges
Senator Jake Garn, instead of a teacher, may be the first "citizen observer" in space, said NASA officials who announced application procedures and requirements for teachers. **Story on Page 8.**

Accusations in Boston
Because they are discriminated against and drop out of school, Hispanic youths in Boston have difficulty getting jobs, according to a report by a Hispanic organization. **Story on Page 8.**

Charges and Denials
Representative Don Edwards has charged that the U. S. Civil Rights Commission prepared amendments used to kill a major civil-rights bill; commission officials deny the charge. **Story on Page 10.**

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THE WEEK

FEDERAL

E.D. To Recognize Chapter 1 Projects

Secretary of Education Terrel H. Bell has announced a national project to identify exemplary compensatory-education programs, the second stage of an Education Department effort to improve Chapter 1 programs.

Last year, the department awarded competitive grants to 33 Chapter 1 projects. The recognition program, Mr. Bell said early this month, "can provide other Chapter 1 projects . . . with an outstanding example of what this program can accomplish."

Chapter 1 of the Education Consolidation and Improvement Act of 1981—the largest federal precollegiate education program, with an appropriation of $3.7 billion for the current fiscal year—provides financial assistance to state and local education agencies to meet the educational needs of disadvantaged students.

According to Marie Robinson, a department spokesman, nominations for the Chapter 1 National Identification Program must be submitted by early January 1985 by school chiefs in the 50 states, the District of Columbia, and Puerto Rico. After a review by panels to be established by the department, the winners will be announced in February 1985, she said.

Meanwhile, Congressional aides were briefed last week by analysts with the National Institute of Education, which is preparing to undertake a comprehensive review of the Chapter 1 program, as mandated by the Congress.

U.S. Court Upholds Contract Preserving Black Teachers' Jobs

A collective-bargaining agreement that preserves the jobs of recently hired black teachers in Jackson, Mich., does not violate the equal-protection rights of white teachers with more seniority who were laid off, a federal appeals court has ruled.

In an Oct. 25 ruling, the U. S. Court of Appeals for the Sixth Circuit held that the race-conscious layoff policy passed constitutional muster because it was approved on four occasions by a majority of the members of the Jackson Education Association. In addition, the court said, the provision was adopted voluntarily by the union and the city's school board, unlike a similar court-mandated plan struck down by the U. S. Supreme Court last June.

The court also held that evidence of chronic underrepresentation of blacks in the city's teaching force during the past 23 years justified the contract's affirmative-action provision, Jerome A. Susskind, a lawyer for the Jackson Public Schools, said.

The lawsuit, *Wygand* v. *Jackson Board of Education*, was brought by 18 white teachers who lost their jobs during a series of layoffs dating back to 1976. They claimed that the affirmative-action clause—which limits the percentage of black teachers that can be laid off to the percentage of black teachers employed at the time of the layoff order—violated their equal-protection rights under the 14th Amendment and Title VII of the Civil Rights Act of 1964.

NATIONAL

Pentagon Reports Top-Notch Recruits

The U. S. Defense Department enjoyed a banner recruiting year last year, the Pentagon says.

For the first time, more than 90 percent of the new recruits in the four branches of the armed services—the Army, Navy, Air Force, and Marines—are high-school graduates, said Lawrence J. Korb, assistant secretary of defense for manpower, reserve affairs, and logistics, who is in charge of personnel.

According to a Pentagon spokesman, the number of recruits fell from 330,000 in fiscal 1983 to 328,500 last year because enough servicemen re-enlisted.

In fiscal 1984, 93 percent of the recruits were high-school graduates, compared with 68 percent in fiscal 1980, the Defense Department said. Mr. Korb attributed the increase in better-educated recruits and a high re-enlistment rate to the fact that "people are treated well [in the armed services], they have better equipment and training, and they have more prestige as the society appreciates what they are doing."

Mr. Korb also asserted that economic conditions do not have a great impact on recruiting; observers have claimed that during a recession, more people enlist.

He also reported that the number of young men and women who signed up on a deferred basis last year fell by 8,000, from 131,300. But he noted that this delayed-entry pool was up from 64,000 in 1980.

National Network Launched by Group On Women's Equity

The Project on Equal Education Rights of the NOW Legal Defense and Education Fund has launched a national network to bring together the expertise of parents, educators, policymakers, and equity advocates across the country.

The "National Affiliate Network," as the project is called, is an attempt by the 10-year-old PEER to unite local citizen action, research, and information on current news developments in educational equity.

"This is a particularly critical year for those of us concerned about educational equity," writes Leslie R. Wolfe, director of PEER, in a letter inviting individuals and organizations to join the new network. "As education-reform proposals sweep through state legislatures, concern for equity is being overlooked or, worse yet, blamed for the apparent decline in the quality of education during the past 20 years."

"We also know that our efforts to empower women must be doubled and tripled, to counteract recent efforts to turn back the clock to the days before Title IX ensured our equal rights in education," Ms. Wolfe writes.

The network, which costs from $10 to $50 per year to join, will publish a monthly newsletter, news bulletins on federal education events, and policy papers analyzing the impact of federal and state policies on women, according to promotional literature.

Percentage of New Recruits With High-School Diplomas*

	FY1980	FY1981	FY1982	FY1983	FY1984
Army	54%	80%	86%	88%	91%
Navy	75	76	79	91	93
Marines	78	80	85	92	95
Air Force	83	88	94	98	99
Total, Department of Defense	68	81	86	91	93

* New recruits to active duty.
Source: Department of Defense.

STATES

Indiana Commission Cites Spending Cuts For States' Schools

The decline of Indiana's economy over the past decade has hurt the state's schools, according to a draft of a report by an advisory panel that was scheduled to be given to Gov. Robert D. Orr late last week.

The Governor's Select Advisory Commission on Primary and Secondary Education notes in its draft re-

ELECTION '84

Governorships Are Won by 'Education' Candidates; 4 State Chiefs Re-Elected

By Tom Mirga

Incumbent governors in Arkansas and Indiana whose education policies have gained national attention easily defeated their opponents in last week's elections. Four incumbent chief state school officers also won re-election.

In the Arkansas gubernatorial race, the Democratic incumbent, Bill Clinton, defeated Woody Freeman, a member of the Jonesboro school board for eight years. Governor Clinton repeatedly told voters during the campaign that education reforms that he pushed through the state legislature last fall would be scuttled by lawmakers if his opponent were elected.

Gov. Robert D. Orr of Indiana, a Republican, easily defeated his Democratic opponent, State Senator Wayne Townsend. Governor Orr unveiled a two-year, $218-million education-reform package less than three weeks before Election Day.

In Delaware, the Republican candidate, Lieut. Gov. Michael N. Castle, defeated William T. Quillen, a former justice on the state supreme court. During the campaign, Mr. Castle challenged the state's schools to adopt a 10-point reform agenda developed in response to a task force on education appointed by the outgoing Governor, Pierre S. du Pont 4th, and headed by Mr. Castle.

Education also emerged as a major issue in Missouri, where State Attorney General John Ashcroft, a Republican, defeated Lieut. Gov. Kenneth Rothman. Among other things, Mr. Ashcroft proposed increased state aid to education and consideration of a statewide "career-ladder" plan for teachers.

In Utan, Norman Bangerter, speaker of the state House of Representatives, was the first Republican to be elected governor in 20 years. His opponent was former U. S. Representative Wayne Owens. Mr. Bangerter had proposed earmarking half of the state's projected $50-million budget surplus for "one-time-only" education expenditures for items such as textbooks and computers.

In other gubernatorial races:

- **Montana.** The Democratic incumbent, Gov. Ted Schwinden, defeated Republican State Senator Pat Goodover.
- **New Hampshire.** Gov. John H. Sununu, a Republican, defeated State Representative Chris Spirou.
- **North Carolina.** The Republican candidate, James G. Martin, defeated State Attorney General Rufus Edmisten. The outgoing Governor, James B. Hunt Jr., a former president of the Education Commission of the States, was defeated in his challenge to U. S. Senator Jesse Helms.
- **North Dakota.** State Representative George A. Sinner, a Democrat, unseated the incumbent Governor, Allen I. Olson.
- **Rhode Island.** Edward D. DiPrete, a Republican mayor, defeated State Treasurer Anthony J. Solomon.
- **Vermont.** Lieut. Gov. Madeline Kunin, a Democrat, narrowly defeated State Attorney General John Easton.
- **Washington.** Gov. John Spellman, a Republican, was unseated by Pierce County Executive Booth Gardner.
- **West Virginia.** Former Gov. Arch A. Moore Jr., a Republican, defeated State Representative Clyde M. See.

State School Chiefs

In Indiana, Superintendent of Public Instruction Harold H. Negley, a Republican, was re-elected. His opponent was Raymond Scheele, a political-science professor at Ball State University.

Montana's incumbent chief state school officer, Ed Argenbright, a Republican, defeated Don Driscoll, a retired school administrator.

In North Carolina, the Democratic incumbent, A. Craig Phillips, defeated Gene Baker, the principal of Wayne County Elementary School.

Running on a nonpartisan ballot in North Dakota, Wayne Sanstead defeated Larry Nudell in the race for the state superintendency of public instruction, an office made vacant by the retirement of Joe Crawford.

In Washington, Frank B. Brouillet, the incumbent and the immediate past president of the Council of Chief State School Officers, defeated State Representative Shirley Galloway.

Fate of Reagan Legislative Agenda Said Uncertain

By James Hertling

WASHINGTON—While agreeing that President Reagan's sweeping re-election victory illustrated his broad popularity, Democrats and Republicans disagreed last week on whether the landslide win over Walter F. Mondale constitutes a mandate for the Administration's programs and whether it will help push Mr. Reagan's legislative agenda through the Congress.

The Democrats gained two seats in the Senate, which the G.O.P. now controls, 53 to 47. The Republicans gained about 15 seats in the House. But they had said they needed to pick up about 25 seats in order to give the President a "working majority" there.

"I don't think people should expect too many [legislative] victories" in the Congress for President Reagan, House Minority Leader Robert H. Michel, Republican of Illinois, said Wednesday.

Outlook For Education

In post-election statements, the President and his top aides said that cutting domestic spending would receive high priority. Their first substantive budget meetings reportedly were to be held early this week.

Nonetheless, one Republican Senate aide said, "Education isn't going to lose a lot." Too many senators, the aide added, are publicly committed to support for education and "will protect it from any major reductions."

The resignation of Education Secretary Terrel H. Bell is not considered likely to have a major impact on the Education Department's budget, according to a highly placed official of the department. Most agencies' budgets, he explained, "are going to be clearly made in the White House . . . no matter who is sitting in the Secretary's chair."

Senator Paul Laxalt, Republican of Nevada and chairman of the President's campaign committee, noted, "I think he's going to be very determined to push that social agenda"—including sanctioned prayer in public schools and tuition tax credits.

But the Republicans' failure to gain a conservative "ideological mandate" in the House—as Representative Vin Weber, a conservative Republican from Minnesota, put it—may prevent passage of such measures, Congressional sources agreed.

Key Senate Races

In some races that attracted special attention from educators, Representative Paul Simon, Democrat of Illinois, won election to the Senate, defeating the three-term incumbent, Charles H. Percy. Three Democrats who had championed education, Lloyd Doggett of Texas, Gov. James B. Hunt of North Carolina, and William F. Winter of Mississippi were defeated in their Senate races. *(See Education Week, Oct. 31, 1984.)*

Mr. Doggett was defeated resoundingly by Representative Phil Gramm; Governor Hunt was defeated by the incumbent, Jesse A. Helms; and Mr. Winter, also by an incumbent, Thad Cochran.

Two-term Senator Walter D. Huddleston, Democrat of Kentucky, was upset by A. Mitchell (Mitch) McConnell Jr., whose margin of victory was less than a percentage point. Senator Huddleston, co-author of legislation this year to pay for school asbestos-removal programs, has requested a recount.

The ranking Democrat on the Senate Subcommittee on Education, Arts, and Humanities, Claiborne Pell of Rhode Island, was re-elected overwhelmingly over the Republican challenger, Barbara Leonard.

Representative Simon, who was chairman of the House Subcommittee on Postsecondary Education and author of several major education bills, reportedly will seek the Democratic seat on the Labor and Human Resources Committee vacated by the retirement of Jennings Randolph of West Virginia. By doing so, he would retain his legislative involvement in education issues.

However, two other newly elected Democratic Senators are also said to be interested in a seat on the committee. They are Gov. John D. (Jay) Rockefeller 4th of West Virginia and Albert Gore Jr. of Tennessee. Overall, Republican and Democratic aides agreed, the election results will have little impact on the committee.

Continued on Page 11

Education-Related Ballot Results

California

61%Y / 39%N: *Proposition 26:* Authorizes at least $250 million for the construction of new school buildings and up to $200 million for the rehabilitation or replacement of school buildings.[1]

45%Y / 55%N: *Proposition 36:* Would have limited the sum of all taxes on real property to 1 percent of full cash value; clarify annual inflation adjustments to property value and define values for purchases, new construction, and change in ownership of property; required two-thirds vote to change any tax; required two-thirds vote for new fee or fees increased more than the cost of living for the geographical area since Aug. 15, 1983.[2]

58%Y / 42%N: *Proposition 37:* Authorizes a state lottery, with a minimum of 34 percent of the proceeds going to public education.[2]

Florida

69%Y / 31%N: *Constitutional Amendment 8* ("Public Education Capital Outlay Bonds"): Provides for a levy on gross receipts to authorize continuation of the funding of public-education bonds for the construction of various educational facilities.[3]

Georgia

49.1%Y / 50.8%N: *Amendment 3:* Would have make the superintendent of public instruction a position appointed by the State Board of Education instead of an elected position, effective 1986.[3]

Iowa

[5] *Rule 2:* Would make district funding subject to the support and maintenance of common schools.[3]

Michigan

40%Y / 60%N: *Proposition C* ("Voters Choice Initiative"): Would have rolled back tax increases enacted since 1981; required voter approval for the adoption of any new tax or any legislative change in the base or rate of a state or local tax that would increase its yield; and required voter approval or approval by four-fifths of the members of a legislative body for the adoption of any new fee, license, user fee, or permit.[2]

Minnesota

[5] *Amendment 1:* Allows the state to exchange permanent school-fund land for other lands owned by the state or local governments.[3]

[5] *Amendment 2:* Removes restrictions on the investment of Permanent School Fund money.[3]

Mississippi

42%Y / 57%N: *S 548* ("Ethics Amendment"): Would have prohibited any public official or employee, including school officials, from having any interest in a contract with a governmental entity of which they are a member.[3]

Nebraska

69%Y / 31%N: *Proposed Amendment 1:* Allows money that is taken in by the state in drug confiscations and fines—100 percent of which currently goes to the Permanent School Fund—to be divided equally between the school fund and the county in which the fees were collected for use in drug-enforcement efforts.[3]

Nevada

48%Y / 52%N: *Question 12:* Would have mandated that tax increases be subject to two-thirds approval of legislature at state level or two-thirds of governing body at local level, plus popular approval at next general or special election.[2]

New Mexico

68%Y / 32%N: *Educational Bond Act:* Allocates $64 million for education, with the majority of the funds going to construction on campuses of higher education.[1]

Oklahoma

[7] *State Question 572:* Would increase the amount by which school districts may become indebted from 10 percent to 15 percent of the valuation of taxable property within the district.[3]

[7] *State Question 580:* Would permit local school districts to levy up to 10 mills to provide incentive aid to schools.[3]

[7] *State Question 582:* Would limit the property-tax exemption for schools and colleges to nonprofit schools and colleges.[3]

Oregon

[6] *Ballot Measure 2* ("Constitutional Real Property Tax Limit"): Would have instituted a 1.5-percent property-tax-limitation measure.[2]

South Dakota

[6] *Constitutional Amendment A:* Would have merged the positions of state treasurer and commissioner of schools and public lands, effective 1986.[3]

[5] *Initiated Measure 2:* Mandates that elementary and secondary schools statewide cannot hold classes until after Labor Day, effective July 1, 1984.[4]

Utah

65%Y / 35%N: *Proposition 4:* Includes revenues from taxation of nonrenewable resources in school fund beginning in 1987.[3]

West Virginia

78%Y / 22%N: *Amendment 3* ("Voluntary Contemplation, Meditation, or Prayer in Schools Amendment"): Requires teachers to provide a brief period at the start of each school day for voluntary contemplation, meditation, or prayer.[3]

40%Y / 54%N: *Amendment 4* ("Better Schools, Roads, and Public Works Construction Amendment"): Would have provided for a statewide excess school levy, with the same school tax on property in all counties starting July 1, 1985; would have established a dedicated 1-cent sales tax for all citizens to be used for the construction of new schools and for repairing old ones, to be implemented by the legislature by May 1, 1985, and continue for at least 15 years.[3]

[1] Bond issue referred to ballot by legislature.
[2] Constitutional amendment placed on ballot as a result of citizen petitioning.
[3] Constitutional amendment referred to ballot as a result of legislative action or state constitutional provisions.
[4] Statutory initiative placed on ballot as a result of citizen petitioning.
[5] Early election results indicate the measure passed; percentage returns were unavailable at press time.
[6] Early election results indicate the measure failed; percentage returns were unavailable at press time.
[7] Election returns were unavailable at press time.

Voters in Four States Defeat Measures Limiting Property-Tax Rates

Continued from Page 1

ernment and Politics. The institute is a division of the Free Congress Foundation, a public-policy-research organization based in Washington, D. C.

"You would have expected that at least one of those would have sneaked in," Mr. McGuigan said. "And the fact that not one of those did, there's a message there. The message is not that the tax revolt is dead. The tax revolt is alive as long as you get it on the ballot. But is the public buying it? This year they're not."

"Voters are saying, 'We don't necessarily want to have taxes go up . . . but we're content with the way things are.' . . . Voters feel they can live with the present levels of taxation."

But Mr. McGuigan said that "voters will go into orbit if state legislators misread the message and try to push tax increases."

Jarvis Measure Defeated

In California, Proposition 36 was opposed by 55 percent of voters, while 45 percent backed it. The measure, which was sponsored by a state legislator named Howard Jarvis, sought to reinforce and extend Mr. Jarvis's Proposition 13, a tax rollback approved by voters in 1978.

The state's legislative analyst has estimated that if the proposition had been approved, school districts could have lost property-tax revenues of up to $750 million from 1984 to 1986, and $150 million annually thereafter.

"The reports generally are that voters felt that Proposition 13 had been successful in reducing property taxes and that further reductions were not necessary," said Katie Mason, a research consultant with the nonpartisan California Coalition for Fair School Finance.

In addition, she said, Gov. George Deukmejian came out against the measure the Saturday before Election Day, which may have influenced some of the many undecided voters.

Following the measure's defeat, Mr. Jarvis said he would return with a similar proposition in the near future, Ms. Mason said.

'Voters' Choice'

In Michigan, voters defeated Proposition C by a margin of 20 percentage points. The measure, also called the "Voters' Choice Initiative," would have rolled back all state and many local property taxes to their December 1981 levels, and would have required voter approval of all future increases, except for local taxes that have already been approved by voters.

Education leaders in Michigan, including members of the state board of education and Superintendent of Public Instruction Phillip E. Runkel, had argued before the election that the plan would result in a drop of $435 million to $500 million in support for elementary and secondary schools.

"Superintendent Runkel was certainly very pleased that the voters chose to reject the proposal, which would have had a significant effect on state and local support for public education," said Thomas Farrell, a spokesman for the state department of education. "Obviously, the voters don't want to take that approach to reducing government expenditures."

Supporters of Proposition C have indicated an interest in resurrecting the initiative for the 1986 elections, according to state officials.

Narrow Defeat in Nevada

In Nevada, voters narrowly defeated Question 12, a property-tax-limitation measure that would have made tax increases subject to approval by two-thirds of the state legislature or of a local governing body, plus popular approval at the next general or special election.

Gov. Richard H. Bryan, a number of educators, and the state board of education campaigned against the measure, which was voted down by a margin of four percentage points, 52 percent to 48 percent, according to the Nevada Secretary of State's office.

"The vote indicated that the campaign and the various groups that spoke out against the measure were effective," said Karen Galatz, an aide to Governor Bryan who termed the result "a victory for common sense."

"The message that there was profound potential danger to education was made clear," she said.

Ballot Measure 2

And in Oregon, preliminary election results put Ballot Measure 2, the "Constitutional Real Property Tax Limit," behind by 19,000 votes, according to the Oregon Secretary of State's office. At that time, however, 50,000 absentee ballots had not been counted and 40 precincts had not reported their tallies.

Ballot Measure 2 would have limited property taxes to $15 per $1,000 of assessed valuation, would have rolled back assessments to 1981 levels, and would have restricted growth to 2 percent per year.

Gov. Victor G. Atiyeh, educators, and the Oregon Committee, formed to oppose the measure, charged that it would have taken $700 million out of elementary and secondary education in Oregon.

The apparent defeat of the measure, according to Mark Nelson, director of the Oregon Committee, "says that, by a very narrow margin, the people of Oregon are not willing to pass a measure that would cut local government off at its knees."

"It has saved education funding in the state for the meantime," Mr. Nelson said, but he warned that unless the legislature enacts a sales tax dedicated to public elementary and secondary education or some sort of income-tax relief, Oregonians "will pass the draconian type of measure that will cripple education."

Verne A. Duncan, superintendent of public instruction, agreed with Mr. Nelson. "We may have just won the measure narrowly," he said, describing Ballot Measure 2 as a plan that would have "absolutely devastated schools."

But he also noted the need for property-tax relief in Oregon and said the supporters and opponents of the ballot measure have already begun to work together to develop a compromise tax-relief measure to present to the state legislature in January.

Measures Approved

Of the six ballot initiatives in five states that dealt with increased funds for public schools, five were approved by voters.

The initiative defeated by voters was a "better-schools" amendment in West Virginia that would have provided for a statewide excess school levy and would have established a dedicated 1-cent sales tax for school construction and repair.

One of the most controversial of the approved initiatives was Proposition 37 in California, which will amend the state constitution to allow a lottery with a minimum of 34 percent of all proceeds going to education.

Proponents of the measure said before the election that the lottery could bring in $1.7 billion in the first year. Opponents, including Governor Deukmejian, lobbied against the proposition on the grounds that a lottery is not a stable source of income and could lead to a decline in state aid in future years.

Voluntary Prayer

In West Virginia, a constitutional amendment that enjoyed 70-percent support in pre-election public-opinion polls was approved by 78 percent of the voters.

The measure, which takes effect as soon as the state ratifies the election returns this month, will allow "voluntary contemplation, meditation, or prayer in schools" for those students who wish to use such time. School boards will be required to implement the measure, which calls for teachers to define the length of the period of contemplation, according to state officials.

Ohio Levies

In local elections, Ohio citizens voted on 87 operating levies, 48 capital/permanent improvement issues, 28 bond issues, and 2 operating issues combined with capital improvement or building issues.

Of those, 92 were approved in the election, for a 54.4-percent approval rate, according to Irene G. Bandy, Ohio's assistant superintendent for public instruction.

State education officials expressed concern before the election that the local measures could be endangered by the decision in 1983 to allocate 30-to-40 percent of state-lottery funds to education. That move, they said, could have prompted voters to vote against school levies on the basis of the mistaken belief that the lottery provides sufficient funds for education.

"This is the best showing in a November general election that we've had in 10 years," Ms. Bandy said. "We believe this is an indication that Ohio voters understand the importance of local support for public schools."

Local districts will decide in the coming months whether to resubmit to the voters the levies and bond issues that were defeated, Ms. Bandy said. The next general election is next November; special elections are scheduled for February, May, and August.

And in Oregon, voters in five of the eight school districts that held levy elections last week to balance their 1984-85 budgets approved the levies, according to Robert Jones, research analyst in the state department of education. Voters in two districts defeated the levy measures, and ballots are still being counted in a close election in another district, Mr. Jones said.

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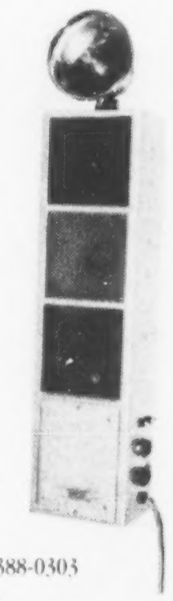

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State Overhaul Proposed in Oklahoma

Continued from Page 5

Elementary-school students should be required to attend school for seven hours a day and secondary-school students should receive at least six hours of academic instruction, the subcommittee said in its report.

Other Recommendations

Other school-related recommendations adopted by the commission include:

- The development of a plan for the implementation of the "Oklahoma School Testing Program" prior to Jan. 1. The plan would include an outline of the testing program, estimated costs, grade levels to be tested, and schedules and procedures for implementation.
- A requirement that private schools in Oklahoma meet certain criteria in order to be recognized by the state board of education.
- The inclusion of all state employees, among them those of state colleges and universities, in the state's merit-pay system.
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